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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) cognitive style and the reading of children in second grade: (2) the effect of increased review in teaching sight words to average and poor readers: (3) changes in strategies of good and poor readers as text gradually increases in difficulty: (4) the effects of a computer-managed system of individualized instruction: (5) the evaluation of narrative retellings by sixth grade students: (6) the impact of two types of reading skills development activities on listening vocabulary and reading comprehension: (7) the effects of a parent education program on the home literary environment and reading readiness: (8) instructional reading programs for the academically gifted: (9) children's and teachers' recall and reactions to read-aloud books: (10) the effect of reader-authored materials on the performance of beginning readers: (11) environmental problems in basal readers: and (12) the influence of question format on children's recall of hierarchically structured stories. (HTH)

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Reading and Study Skills and Instruction:

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THE NATURE AND DISTRIBUTION OF SUSTAINING TEACHER FEEDBACK COMMUNICATED DURING ORAL READING INSTRUCTION IN A DYADIC CONTEXT

Order No. 8109132

BAKER, CHRISTOPHER JOHN, PH.D. *The University of Texas at Austin*, 1980. 184pp. Supervisors: James V. Hoffman, Frank J. Guszak

The purposes of this study were to (1) investigate the nature and distribution of verbal sustaining teacher feedback during oral reading instruction and, (2) examine the distributions of the relationships that might exist between sustaining feedback and each of the three variables: reading miscues, student reactions to miscues and miscue outcomes. The subjects for this study were elementary school teachers and students who were randomly paired to form nineteen teacher-student dyads. Within each dyad, the teacher listened and responded to the student as he read two basal reader passages, one at the student's instructional level, the other at the next higher reading level in the basal series. Interactions between teachers and students during oral reading instruction were recorded with audio-visual equipment. Quantitative and qualitative observations of the recorded teacher-student interactions were examined. Quantitative observations were based on data obtained with an extensive observation instrument which could be used to classify miscues, student reactions to miscues, miscue outcomes, specific types of sustaining feedback and the feedback dimensions of time and point of intervention. Transcripts of sustaining teacher responses comprised the qualitative observations. Though fifteen different types of sustaining feedback were initiated during oral reading instruction, teachers regularly initiated only three types of sustaining response. Most sustaining feedback was (1) initiated during the first three second interval following a miscue, (2) associated with miscues that resulted in at least a substantial change in the author's intended meaning, and (3) associated more often with student than teacher identification of a target word.

COGNITIVE STYLE AND THE READING OF CHILDREN IN SECOND GRADE

BECK, FRANCES JOSEPHINE MOTTEY, PH.D. *The University of Chicago*, 1980. Chairperson: Susan S. Stodolsky

This study examined the relationship between cognitive style (as measured by the Matching Familiar Figures Test) and the reading behavior of children in second grade. In addition to the reflective (slow accurate) and impulsive (fast inaccurate) style groups examined in previous research (Kagan, 1965; Hood and associates, 1974, 1975), a third style group (fast accurate) was studied in relation to reading.

The research of Kagan, Hood, and Readence and Searfoss (1976) suggests that cognitive style and reading are confounded. Fast inaccurate children are generally marked as poorer readers than slow accurate chidren. Yet the question remains as to which of the MFFT dimensions was dominant in this relationship to reading proficiency.

Early in this study an analysis of variance revealed that there was a significant relationship between high MFFT error scores and low reading proficiency as established by a standardized test of silent reading. The comprehension and oral reading behaviors of a smaller sample (N = 83) derived from the original sample (N = 228) were studied intensively. These 83 subjects, who were either fast inaccurate, slow accurate, or fast accurate were also grouped on the basis of their SRA tested reading proficiency as low or high readers (at grade level and below, or above grade level). This smaller sample was judged to be representative of the original sample.

The major hypothesis tested was that there would be no significant differences between groups of children who differ in cognitive style but are comparable in reading proficiency. When subjected to ANCOVA with the PPVT as covariate this hypothesis was sustained with the following exceptions: (1) On a comprehension measure, a post-oral delayed cloze test, there were significant differences by style with fast inaccurate subjects significantly lowest. (2) On speed of reading variables, fast accurates were significantly the highest scorers followed closely by slow accurates while fast inaccurates were significantly lowest. (3) On self monitoring variables--regressions and corrections following regressions--slow accurates were significantly highest and fast accurates were significantly lowest.

ANCOVA had revealed that the effects of reading level were almost always present--on comprehension, comprehending, total miscues, omissions and substitutions, rate of reading variables (except pause seconds) and self monitoring variables.

Though reading level within cognitive style groups was comparable, it was differentially distributed because reading range was sometimes limited. For this reason, a further qualitative analysis was performed. Although this analysis confirmed the covariate analysis, certain other differences were revealed. Generally, within each style group good readers produced fewer total miscues and substitutions than poor readers generated. Among poor readers, fast accurate and fast inaccurate children produced more total miscues and substitutions than did slow accurates. Good readers except possibly those characterized by a fast inaccurate style were hardly differentiated by style in the number of total miscues that they made. Slow accurates whether poor or good readers, regressed and marked corrections needed more often (though they had made fewer miscues) than fast children did. Fast accurate children regressed and marked corrections needed less frequently than any of their peers.

A COMPARISON OF READING SELECTIONS, ASSIGNED TEXTBOOKS AND READING ABILITIES OF FOURTH GRADE STUDENTS

Order No. 8100347

CHAFE, WARREN JAMES, ED.D. *Harvard University*, 1980. 133pp.

This study examined the nature of the materials that fourth grade children use in developing their reading skill. The study is based on the assumption that the materials that are read by pupils is critical to this development and growth. The reading materials investigated comprise two distinct categories; (1) those that are assigned by teachers (textbooks) and (2) those that are freely chosen by the students to read (trade books).

The population used in the study consisted of fifty-nine fourth grade pupils who attended an elementary school in an affluent suburb of Boston. The data came from three sources: (1) Three trade books that each student had recently read for pleasure was selected and the level of readability was ascertained by use of the Fry Readability Formula, based on its correlation with the Spache and Dale-Chall formulas; (2) The readability levels of the textbooks used by the subjects in reading, language arts and social studies were also ascertained by the same formula; (3) The level of reading achievement of each subject as earlier measured using the STEP Reading Achievement Test Series II, level/form 4a. The levels of difficulty of the reading materials were compared with each other and with the level of reading achievement of the pupils.

The analysis portion of the study has yielded the following information as a result of the statistical tests performed on the data: (1) There is no significant relationship between the level of reading achievement of the pupils and their tendency to select trade books to read at a corresponding level of difficulty. (2) There is a strong tendency for the trade books that pupils read for pleasure to be related to the publisher's grade placement of the basal reading textbooks they use in school. (3) The level of reading achievement of students may be predicted by means of the publishers' grade placement of the reading textbook they use in school. Adding to the readability level of the trade books that they read for pleasure improves the prediction only slightly. (4) When measured by the Fry formula the social studies texts and most of the basal reading texts were above the fourth grade placements of the students. (5) Most of the pupils, in this fourth grade classroom where the average reading achievement score was 5.859 on the STEP test, tended to read trade books that were at the fourth grade level up to about a grade seven level of difficulty. Above this level, however, the more difficult a book was, the fewer the pupils in the study tended to read it. (6) There was little or no relationship between the number of books that pupils read and their level of reading achievement. (7) The readability level of a trade book did not necessarily coincide with the level of maturity of its subject matter.

The results of this study have shown that the level of difficulty of the trade books that the fourth grade subjects chose to read for pleasure had no relationship to the pupils' level of reading achievement, but the level of reading achievement could be predicted by the publishers' grade placement level of the reading texts. This implies that the teachers' estimate of the pupils' level of reading achievement (reflected in their basal reader assignment) is related to their reading development. The pupils' estimates of their own abilities (reflected in the levels of the trade books they selected) also plays a role in this development but is less directly correlated.

THE EFFECT OF INCREASED REVIEW IN TEACHING SIGHT WORDS TO AVERAGE AND POOR READERS Order No. 8111509

DAVID, MOLLIE, ED.D. *Columbia University Teachers College*, 1981. 145pp. Sponsor: Professor N. Dale Bryant

Review, an important component of learning and retention, may be especially crucial to the poor learner, but may not be amply provided to such children in regular classroom instruction. This study examined the use of review in teaching sight works in first- and second-grade classrooms. The two major questions were: (1) To what extent do classroom teachers commonly use review in teaching sight words to average and poor readers in the early grades? and (2) What effect does increasing rate of review have on children's learning to read and retain sight words, especially among poor readers? Of supplementary interest was the extent to which teachers' experience in using a high rate of review would lead them to increased use of review in their subsequent teaching strategies.

Children and their teachers from 20 classrooms were studied. Each teacher worked with a group of 4 to 6 average and a group of 4 to 6 poor readers in her class. Final sample sizes after elimination of absentees totalled 99 average and 93 poor readers.

A child was designated as an average or poor reader based on teacher evaluation. All subjects scored within the average range in verbal ability on the Peabody Picture Vocabulary Test, Form A.

Children were taught five sight word lessions of 10 words each by their own teachers in their own classrooms. All lessons were tape recorded. Each teacher used her own teaching method(s) for the first two lessons (teacher method) and an experimental high review method for the third and fourth lessons. Each lesson took place on a different day. After each lesson, children were tested reading the words from flash cards and in the context of sentences. Testing took place immediately and 24 hours after each lesson.

The amount of review that each teacher used in both the teacher method and experimental method was calculated from the tapes by taking the average number of reviews per word (total times the teacher reviewed a word divided by 10 words). Using all measures of sight word learning and retention, repeated-measures ANOVAs were performed separately on average and poor reader samples to compare teacher method vs. experimental high review method instruction. Measures of word reading following teacher method instruction were also examined to compare the effects of teaching strategies incorporating larger amounts of review with those utilizing little or no review.

For the fifth and final lesson, teachers were again told to teach using whatever methods(s) they wished. For each teacher the average number of reviews per word for Day 5 (after use of the experimental method) was compared to that provided in teacher method instruction.

Major results were as follows: (1) teacher method review varied considerably among teachers, with most using little or no reviews; (2) teachers tended to use the same amount of review with both average and poor readers; (3) poor readers performed significantly better with experimental high review instruction than with teacher method instruction, even 24 hours after learning; (4) poor readers instructed with moderate review in the teacher method performed better than those whose teachers used little/no review; (5) average readers performed well regardless of how much review they received (although use of the experimental method did significantly increase performance); and (6) most teachers increased their own use of review on Day 5 after exposure to the experimental high review method, especially with poor readers.

Results were interpreted in terms of the poor reader's need for more review than he or she presently appears to be getting in the classroom, and suggestions for future research were made.

MEANING IDENTIFICATION AND WORD CALLING: CHANGES IN STRATEGIES OF GOOD AND POOR READERS AS TEXT GRADUALLY INCREASES IN DIFFICULTY

Order No. 8103660

FLEISHER, BARBARA MARY, ED.D. *University of San Francisco*, 1980. 124pp. Chairperson: Joan Hyman

What are the qualitative differences in oral reading errors between good and poor fourth grade readers when reading materials increase in difficulty? As they reach the limits of their reading competency, do poorer readers lose their hold on meaning identification and resort to word calling more often than better readers?

This study investigated the hypothesis that better readers tend to perceive reading as primarily a meaning identification task compared to poorer readers who tend to perceive reading as a word calling task. Better readers would demonstrate their attempts to retain meaning at levels of increased difficulty by maintaining a high proportion of meaningful errors. Poorer readers, on the other hand, as they approach a high level of difficulty, would tend to concentrate on decoding individual words at the expense of meaning. This tendency would manifest itself as a proportional increase in graphically similar errors as the poorer readers attempt to match sound with symbol, with decreasing regard for the resultant meaning. Therefore, at higher levels of difficulty the proportion of meaningless errors would increase for poor readers.

In order to test the hypothesis, a 927 word story was written in six parts, each part corresponding to a grade level, from one to six. Such a story constituted an oral reading test of increasing difficulty (ORTID). Fourth grade subjects (N = 116) were tape recorded as they read the story aloud. Their errors were later transcribed onto individual tally sheets and analyzed for their graphic and semantic qualities. The subjects were ranked according to their ORTID scores, which were determined by the points at which they made ten errors in one hundred running words. The total group was dichotomized into two equal groups, good and poor, and comparisons were made of the graphic and semantic qualities of their errors at three different levels of difficulty: low (two errors per one hundred words), middle (five errors per one hundred words) and high (ten errors per one hundred words). The hypotheses were tested by means of correlations, analyses of variance, and discriminant function analyses.

Findings and Conclusions. For all readers, the proportion of total errors that were meaningful correlated with scores on the ORTID. No correlation, however, was demonstrated between graphically similar errors and high scores on the ORTID. In addition, the group designated as good readers maintained a higher proportion of meaningful than meaningless errors at all levels of difficulty. On the other hand, the group designated as poor readers made more errors that were meaningful only at the low and middle levels of difficulty. At the point where they made ten errors in one hundred running words, poor readers made more errors that were meaningless than meaningful, demonstrating that they tended to lose their hold on meaning at this point.

Analysis of the graphic quality of their errors also showed differences in strategies between good and poor readers. At low levels of difficulty, good readers made a greater proportion of graphically dissimilar errors than graphically similar errors. As the material increased in difficulty, more of their errors became graphically similar to the text. Poor readers, on the other hand always made proportionately more errors that were graphically similar to the text, and the proportion remained fairly constant regardless of the difficulty of the text.

The findings of this investigation support the theory that as materials increase in difficulty, efficient readers tend to differ from poorer readers in that they hold meaning identification as the higher priority, while poorer readers tend to prioritize graphic similarity.

SOUND SUCCESS: THE CONTRIBUTION OF MUSICO-AUDING SKILLS TO READING READINESS COMPETENCY

Order No. 8029300

FORD, VIVIAN HILL, ED.D. *University of California, Berkeley*, 1980. 164pp.

This study analyzed the content of current basal music programs for the auditory perceptual skills which were included in planned music lessons as presented in teacher edition textbooks. Specifically, the research questions posed were: What auditory perceptual activities are provided in selected music programs? How do the selected programs differ in the amount of such activity they provide?

A review of the literature regarding reading-readiness suggested which auditory perceptual skills might be interrelated with similar skills found in music activities.

Specific music programs were selected from materials adopted and available to early childhood education teachers and pupils in California public schools.

The activities of music lessons were analyzed and classified in terms of seven auditory perceptual skills: sound awareness, sound localization, sound identification, sound discrimination, sound matching, sound blending, and sound memory. It was a requirement that each selected music lesson include a song, in which children could actively participate.

A matrix was constructed to show the possible inter-relationship of the auditory perceptual skills with the elements of music: melody, rhythm, harmony, form, timbre, dynamics, and tempo. The matrix served as a coding instrument, also, allowing for quantitative analysis of the music programs.

Findings were reported in terms of frequencies and percentages.

The selected music programs were found to be more alike than different in type and amount of auditory perceptual activities provided, the quantitative differences being miniscule.

The elements of music explored by each program were identical. Reliance on pre-recorded discs and cassettes was evident, indicating possible exclusion of the cognitive levels of listening which could help to integrate music with reading, the language arts, and other curricula areas. All programs offered opportunity for children to practice the auditory perceptual skills through exploring the elements of music.

Not one of the selected programs fully incorporated the newer approaches to music teaching such as Kodaly or Orff-Schulwerk.

Early childhood education teachers using either of the three music programs analyzed will find ample opportunity to build and extend the auditory perceptual skills necessary for strengthening the reading-readiness competency of pupils.

This study offers suggestions for fuller expansion of opportunities which integrate reading-readiness and musico-auding skills.

A DESCRIPTIVE STUDY OF READING IN A FIRST GRADE TRADITIONAL CLASSROOM

Order No. 8100163

HALL, GLORIA JEAN, PH.D. *The Ohio State University*, 1980. 180pp. Adviser: Professor Sharon E. Fox.

The purpose of this study was to describe the reading related events and the interaction of the participants in a first grade classroom in order to examine the factors within the context of the classroom which may have influenced their learning to read. The childrens' processes of acquiring literacy are revealed through descriptions of the natural classroom setting, the teacher and two children. This involved the identification and categorization of classroom and reading events and, in turn, describing what seemed to be meaningful in these events to the participants. The investigator acted as an observer for eight months beginning with the first day of school. Evidence was collected in descriptive notes and anecdotal records, tape recorded classroom events, and interviews with the teacher, selected children and parents. Some objective measures of reading development were administered over time.

The findings indicated that for one child certain methods used by the teacher in the classroom did not affect her own previously developed goal in reading which was to gain meaning. Another child, however, was influenced by the teacher's and parent's emphasis on "knowing the words" and sounding out words, causing him to resort to nonsense and non-response strategies in oral reading for the first eight months of first grade.

The teacher attempted to create a warm, supportive environment for the children to accomplish what she saw as the unpleasant and difficult task of learning to read. The children were expected to work hard, to work quickly, and to be quiet while engaging in reading related tasks. Certain children were given status because of their abilities to read and all were made to compete on academic tasks. To this teacher reading at first was hard work only to be enjoyed after the "skills" were learned.

Early classification of children into ability groups was accomplished by the teacher largely on the child's ability to color and to recognize isolated color words on the first day of school. Ability to color within the lines was linked, in the teacher's view, to the child's maturity. Immature children, the teacher maintained, have more difficulty in learning to read. Priviledges related to reading, as well as membership in reading groups, were earned by the children and gave some children status in the classroom. Children were consistently placed in the same ability groups throughout the year.

Activities of the children during reading events, the teacher's emphasis on phonics rules, and the importance placed on evaluation through norm referenced and criterion referenced tests all contributed in various ways to the children's attitudes and development in literacy. Parents were frequently made aware of their children's performance in relation to other children in the classroom.

Many events which occurred during "free time" did not occur during other parts of the day such as an increase in the amount of imaginative language, child to child interaction, reading for pleasure, expressive writing and repeated readings of the same book.

This study indicates that children's development in reading is related to the teacher's theory of reading, and the context for reading created by her in the classroom is an essential element in examining the literacy acquisition of young children in school.

THE EFFECTS OF A COMPUTER-MANAGED SYSTEM OF INDIVIDUALIZED INSTRUCTION ON TASK SETTING, TIME ON TASK, AND ACADEMIC ACHIEVEMENT IN ELEMENTARY READING CLASSES

Order No. 8100782

HUNT, NANCY LOU, PH.D. *Kent State University*, 1980. 110pp. Director: Richard D. Hawthorne

The purpose of this study was to examine the extent to which a computer-managed system (CMI) of individualized instruction affects task settings, time on task, and achievement in the area of reading, as measured by the Iowa Tests of Basic Skills (ITBS). The dependent variables were task settings, time on task, and achievement. The independent variable was the CMI system. CMI classes served as the treatment group, and non-CMI classes became the control group. The basic question was: are there any significant differences between CMI classes and non-CMI classes in terms of differences in task settings, in time on task, and in achievement?

According to the review of selected literature, classroom settings that allow teachers to directly supervise students seem to be the most effective in terms of achievement in skill areas such as reading. Direct supervision of students is enhanced by large group instructional settings. Other theories and research, based on Bloom's (1976) construct of mastery learning and individual differences, claim that individualization of instruction is most productive. CMI is premised, in part, on these assumptions. This study looked at the dichotomy between the two instructional approaches. Given the time on task research findings, groups seem to be the most effective setting for instruction. From CMI research, individualization of instruction is the preferred mode. The research questions were: (1) To what extent is the CMI system actually implemented? (2) To what extent do the task settings in CMI and non-CMI classrooms differ? (3) To what extent is time on task the same, greater, or less in CMI classrooms when compared with non-CMI classrooms? (4) To what extent, if any, does the achievement differ between the two types of classrooms?

The subjects were third and fifth grade students from a suburban school system in Northeastern Ohio. To gather the data, videotapes were used. From these, the time on task was determined for individual students by using stop watches. The task settings were observed and coded as being in effect, or not. Achievement was determined from scores received on the standardized tests for reading (ITBS). A *t*-test for significant differences was calculated from the mean time on task for all of the classes. To determine the achievement gain, a part correlation was employed to relate residual gains from the results of two tests administered to the classes in the fall and spring of the same school year with the treatment.

There were no observable differences in the CMI and non-CMI classes. The task settings were the same at grade level across the two types of classes. The time on task was greater in CMI classes, but not significantly so. Achievement gain was not greater in CMI classes, nor did it correlate at significant levels with time on task.

A post hoc interview and qualitative analysis were conducted to try to determine the reasons for the higher time on task and the similarities in task settings. During the interviews, it was found that the CMI system was not entirely implemented as designed. Because of the partial implementation, there was not sufficient confidence in the CMI treatment to determine reasons for any differences.

Recommendations for further research were: (1) Find a suitable method to determine the degree of implementation of a system of instruction. (2) Design an effective program of evaluation so that schools would be aware when implementation is not taking place, and to know if the system is doing what it was designed to do.

THE EVALUATION OF NARRATIVE RETELLINGS BY SIXTH GRADE STUDENTS

Order No. 8106393

KALMBACH, JAMES ROBERT, PH.D. *Michigan State University*, 1980. 240pp.

The dissertation is a study of narratives produced by sixth grade students when retelling a short story which they have read. Labov has suggested that such narrative retellings are typically unevaluated by narrators, that there is no indication in the retelling as to the significance of events or the point of the study (1972).

A sample of twenty retellings were drawn from Reading Miscue Inventories which had been collected from sixth grade students at Sturgis Middle School, Sturgis, Michigan, as part of a curriculum development project. The evaluative devices found in the retellings were inventoried, narrative structures were analyzed, and the points made in the retellings were isolated.

Results show that the sample of retellings contain a complete range of syntactic evaluative devices, intensifiers, comparators, correlatives and explicatives. Orientation sections and codas appear in eighty percent of the retellings; evaluation sections which separate the complicating action from the resolving action appear in all twenty of the retellings. In all of the retellings, the evaluation section presents what the narrator perceives as the point of the story. It is concluded that in this sample, the retellings were fully-formed narratives in the sense that Labov has defined them (p. 369).

The evaluation found in the retellings is then compared to the evaluation found in the two original stories. Some evaluative devices are used in retellings which are never used in the original stories. Some devices are used in retellings in different scenes to make different points. Other devices, from the original stories, are reproduced in the retellings but are always used in the same context of complicating and resolving action as in the original. The students are sensitive to the function of an evaluation section in the original story. Devices which present important evidence for a general proposition or which indicate a resolution of underlying conflict were recalled more often than devices in evaluation sections which present secondary propositions. The students also generally agree on the general propositions presented in the original stories and on the events which are evaluated. There is a great deal of variation, however, in the types of evidence and the amount of evidence offered to support the general propositions.

It is concluded that in narrative retelling, students are not recalling the original; they are instead creating a new narrative using the original as a blueprint. It is suggested that the retellings in the sample are evaluated because the students have made the story part of their experience through reading, through the process of "evoking the poem" as presented by Rosenblatt (1978). Evaluation, in a narrative retelling, is taken as evidence that the reader has taken an aesthetic stance towards the story and has had a successful transaction with the text. Retellings are defined as a representation of the experience of reading and it is suggested that the ways a narrative retelling is evaluated provide clues to the nature of that reading experience.

THE EFFECTS OF INSTRUCTIONAL METHODS ON READING ACQUISITION SYSTEMS

Order No. 8110271

KATZ, INA CAROLE, PH.D. *University of California, Riverside*, 1980. 253pp. Chairman: Professor Harry Singer

This two-part study was designed to answer two questions: (1) What are the effects of variation in instructional methods during the beginning stages of reading on (a) the differential development of linguistic subsystems underlying reading achievement, and (b) the relationship between this differential development and reading comprehension? (2) Do the patterns of predictors for reading comprehension differ systematically as a function of differential development in the linguistic subsystem and does the pattern of predictors that account for individual differences in reading comprehension at the acquisition level differ from the subsystems that can be mobilized by more skilled readers?

Part one was an experimental study. Four instructional programs were designed to investigate the hypothesis that variation in instructional methods will differentially develop subsystems for attaining reading comprehension. Each instructional program emphasized one of four linguistic subsystems: graphophonemic, morphophonemic, semantic, and syntactic. Upon completion of the instructional treatment, data were collected using two measuring instruments: The Metropolitan Reading Achievement Test (MRIT) and a criterion referenced test constructed for this study. The results were then analyzed using analysis of variance and discriminant analysis.

The results of both the ANOVA and the discriminant analysis supported the hypothesis that variation in instructional methods leads to consequent variation in development of linguistic subsystems underlying achievement in reading comprehension. Additionally, the data revealed that, with direct, supplementary instruction, beginning readers can increase their development in all four linguistic subsystems over and above the level of development attained in their regular classroom instruction in reading acquisition.

A correlated question dealt with the relationship between linguistic awareness and instructional methods. The relationship between spoken and written language was measured by modifying the mode of stimulus presentation on three subtests of the MRIT. Two modes of stimulus presentation, written and oral, were used. The data were analyzed using a t-test for correlated means. The results revealed that although beginning readers had significantly more correct responses on the oral mode of presentation, they apparently could also use their linguistic knowledge in processing written language.

Part two of this study was a statistical analysis to answer two questions: (1) Does variation in instructional programs result in differential subsystem organization in beginning readers? (2) Is the subsystem organization of beginning readers different from the subsystem organization of more skilled readers?

Regression analysis was used to determine the differential subsystem organization of beginning readers as a result of variation in instructional treatment. Results of the regression analysis supported the conclusion that instructional methods do make a difference in (a) development of linguistic subsystems in beginning readers, and (b) the pattern of contribution of these subsystems to variance in comprehension.

Principal components factor analysis was then used to determine if there were differences in the organizational pattern of beginning readers as compared with more skilled readers (fourth grade students). The factor patterns for the more skilled readers were determined by a previous study. The results for the beginning readers revealed that two general factors, Word Identification and Verbal Reasoning, accounted for 67% of the variance in reading comprehension. Comprehension loaded .79 on Verbal Reasoning, but only .27 on Word Identification. Therefore, Verbal Reasoning does account for more of the variance in comprehension than does Word Identification. These factor loadings are similar to those found among skilled readers.

Thus, the study confirmed the hypothesis that (a) variations in instructional methods do affect the development of linguistic subsystems, and, by inference, the processes underlying attainment of reading comprehension, and (b) in the spring semester of the first year of instruction, comprehension is related more to verbal reasoning than to word identification factors, a pattern that is also found in more skilled readers.

A PSYCHOLINGUISTIC ANALYSIS AND PROPOSITIONAL COMPARISON OF THE READING OF SELECTED MIDDLE SCHOOL CHILDREN OF SELF-AUTHORED AND PROFESSIONALLY-AUTHORED TEXT Order No. 8108814

KING, DOROTHY FRANCES HOWARD, ED.D. *University of Missouri - Columbia*, 1980. 158pp. Supervisor: Dr. Peter Hasselriis

Purpose. The purpose of this study was to determine how the reading of self-authored material, in which language and experience is assumed to be familiar and meaningful, differs from the reading of comparable professionally-authored material in which the language and experience is not necessarily as familiar and meaningful. Differences were determined by qualitative and quantitative analyses of the miscues made during the readings and of the retellings and recalled propositions made after the readings.

Procedures. Six sixth-grade students each wrote a narrative story of at least six hundred words which was then turned into a template base as explained in the manual *The Construction and Use of A Propositional Text Base* by Turner and Greene (1977). A professionally-authored story which was similar was found for each self-authored story. Each professionally-authored story contained the same number of propositions within three as did its similar self-authored story. Each story was typed.

Two weeks after the initial writing of the story, subjects were asked to read and retell their stories. The format given by Goodman and Burke (1972) in the *Reading Miscue Inventroy (RMI)* was used except that retellings were made to a person not present during the oral reading. Subjects had written at least two more stories since the time of writing the research stories. These subsequent writing were thought to interfere with memory for the research story. A week later subjects read the professionally-authored story following the procedures given above. Miscues were then marked and coded according to the *RMI* manual. *RMI* questions were answered and results tallied. The retellings were transcribed and scored quantitatively on retelling guides. Statements of theme and plot were scored qualitatively. The retellings were then turned into protocol text bases. Each protocol text base was compared to the template base from which it was generated. Each proposition in the protocol base was scored for quality of recall by being classified into one of eight categories: correct-form, error, generalized relation, generalized argument, elaborated relation, elaborated argument, addition and inference. The percentage of each category to the total number of protocol propositions was computed.

Comparisons between self-authored and professionally-authored reading behaviors and retellings were made in terms of miscues per hundred words, grammatical relationships patterns, quantitative retelling scores, quality of retell theme and plot statements, total number of propositions recalled and percentage of each recall category.

Findings. Findings showed that all readers scored higher quantitatively and recalled from 96 to 186 more propositions in retellings of self-authored stories. Of the five who recalled error propositions all produced more error propositions in retelling professionally-authored material. All but one reader made more comprehending miscues (deviations from print in which meaning is not changed), more no graphic similarity miscues and more correct-form recall propositions on self-authored material. All but one reader made more weakness of grammatical relationship patterns, more inference propositions, more generalized arguments and more miscues per hundred words on professionally-authored material. Other results were not as distinctive.

Conclusions. In general the results support previous rationales for using language experience activities with readers. These findings indicate that the inclusion of professionally-authored narrative texts is also desirable since readers perform differently in response to them. The study describes some of the behaviors which contribute to different performances on text which is self-authored and professionally-authored and supports a psycholinguistic tenet that what the reader brings to the reading act is more important than the print encountered there.

A STUDY OF SUPPORTIVE READING BEHAVIOR IN THE HOME AND ITS RELATIONSHIP TO BASIC PRE-READING SKILLS IN KINDERGARTEN CHILDREN Order No. 8102776

LOVINGOOD, SARA DAVIS, PH.D. *University of South Carolina*, 1980. 71pp.

Children enter school with a level of skill development which directly affects their potential for academic success. Children are the product of their environments, developmental limitations being set within a wide range by heredity. This study explores some influences on reading readiness with a view to finding significant parts of the home environment which may be changed through parent education to provide a higher level of reading readiness for children as they begin school.

The sample was comprised of 119 kindergarten children in an army dependents' school in South Carolina and their mothers. Reading readiness, measured by the *Metropolitan Reading Readiness Test* in mid-year, was compared with the level of supportive behaviors in the home as obtained in structured interviews using the *Home Support Inventory* (Paul, 1976). Using a *t*-test to compare means of groups with high and low home support on reading readiness, children with a high level of home support were found to have higher scores on the MRRT. Socio-economic status and reading readiness for this sample were not significantly related, as shown by the analysis of variance procedure with this data. In supplemental correlation analysis, mothers with a higher level of education provided more supportive behavior in the home and their children scored higher on the reading readiness test. The children's ages, within the narrow limits of this study (5.3 to 6.3 years), were not significantly correlated with scores on reading readiness.

This study indicates that reading readiness of kindergarten children may be increased by specific parental behaviors in the home, including reading aloud to the child, providing books, records, and writing materials in the home; setting a model for reading, and encouraging the child's interest in written words.

THE IMPACT OF TWO TYPES OF READING SKILLS DEVELOPMENT ACTIVITIES ON LISTENING VOCABULARY AND READING COMPREHENSION Order No. 8105359

MAHESHWARI, KAMAL, ED.D. *University of Houston*, 1980. 150pp.

Introduction. The purpose of this study was to assess the impact of two different types of instructional material for reading skills development on two groups of predominantly black middle school students in a lower middle and middle class community. This was accomplished by measuring the difference between the changes in listening vocabulary and reading comprehension (literal, inferential, and total). One group (the experimental group), utilized the newspaper and newspaper related activities to facilitate the development, reinforcement, and enrichment of reading skills. The basal reader and its workbook activities were used by the other group (the control roup) throughout the study period. Additionally, intervening variables of reading level, sex, and age were assessed to determine their impact.

Procedures. The sample consisted of 161 sixth, seventh, and eighth grade language arts students who were reading on levels five, six, and seven according to the Sucher Allred Reading Placement Inventory. The assignments of students to the experimental and control groups were made randomly within grade and reading levels.

Both groups were administered the Auditory Vocabulary subtest and the Reading Comprehension subtest of the Stanford Diagnostic Reading Test (SDRT) Brown Level, Form A as a pretest. Following the pretest, the experimental group was exposed to the treatment (i.e., the use of newspapers) to develop and to reinforce reading skills and the control group received instruction in reading skills from the basal reader workbooks. Following the instructional phase of six weeks, both groups were posttested using the SDRT Brown Level, Form B.

The samples were described on the basis of the study variables with percentages for each category: reading level, sex, and age. The data were analyzed using appropriate measures of central tendency and measures of dispersion. Analysis of variance designs were used with the F-tests and appropriate *t*-tests. The .05 statistical significance level was used as criteria for acceptance or rejection of the hypotheses.

Findings. Highly significant differences between the changes occurred in the listening vocabulary, inferential, and total comprehension of the students using newspaper workbook activities (experimental group). No significant differences between the changes occurred in the same areas for students using basal reader skills activities (control group). For both groups, the difference between the changes in literal comprehension failed to reach significance. The more significant total comprehension scores are indicative of a positive effect of daily newspaper activities in the classroom.

In analyzing the groups by reading levels and age, the differences between the changes in listening vocabulary were greater for the upper reading levels (six and seven) and among 13- and 12-year-olds. There was no significant difference between the sexes.

There was no appreciable difference between the literal comprehension changes when controlling for reading levels, sex, and age. However, for inferential comprehension, upper reading levels, females and older students showed greater change difference. The more significant difference in changes for total comprehension was found among those reading on level six, females, and older students.

Although the reading level, age, and sex were not consistent in their impact upon performance on the reading skills measured, the experimental group appeared to influence performance positively in listening vocabulary, inferential and total comprehension. This indicates that the newspaper and newspaper related activities provide a valuable resource and can be effective in developing reading skills.

EFFECTS OF A PARENT EDUCATION PROGRAM ON THE HOME LITERARY ENVIRONMENT AND READING READINESS OF SELECTED PUBLIC SCHOOL STUDENTS BETWEEN KINDERGARTEN AND FIRST GRADE

Order No. 8109753

MILLER, MARGARET JANE HAMILTON, PH.D. *University of Washington*, 1980. 385pp. Chairperson: Professor Dianne L. Monson

Purposes. This empirical investigation was conducted to determine effect of a 1979 summer parent education program about parent's role in reading on home literary environment, reading readiness and factors of home environment; and to determine relationships between reading readiness and home literary environment factors before parent education. Ancillary questions explored changes in home literary environment factors for experimental group and parent involvement with the study.

Design. Randomized Control-group Pretest-posttest was used. Subjects were rural, white, low socioeconomic kindergarteners in Castle Rock Public School in Washington State. A sample of 84 children was stratified by reading ability and randomly assigned to experimental and control groups. Parents were given Home Reading Questionnaires to assess home literary environment. Children were given *Metropolitan Readiness Tests*, Pre-Reading Skills Composite, 1976 edition. Experimental group parents were given a parent education program about: (1) modeling reading; (2) providing reading materials; (3) encouraging reading, including reading aloud to child. The program, Learning with Literature, consisted of an informational meeting, film and packet of printed materials.

Analyses of data. Confidence level was alpha .05. Analysis of covariance was used on posttest data to test for significant differences between experimental and control groups on alterable factors of the Home Reading Questionnaire and on *Metropolitan Readiness Tests.* The Pearson Product-moment Correlation Coefficient was used to test for pretest relationships between reading readiness and home literary environment factors. Ancillary questions were analyzed by frequencies, percentages, ratios and tabulations.

Conclusions. For rural, white, low socioeconomic pre-first-graders, it is concluded that: (1) A parent education program is effective in improving the home literary environment, with no differences between reading groups nor interaction effect by treatment status with reading group. (2) A parent education program is not effective in increasing reading readiness. There is a differential effect between reading groups but no interaction effect by treatment status with reading group. (3) Reading readiness at end of kindergarten is significantly, positively related to: (a) starting to read, (b) child's interest in reading, (c) frequency of reading aloud to child during prekindergarten years and kindergarten, (d) number of types of home reading experiences during prekindergarten years and kindergarten, (e) number of types of books child owns, (f) number of types of printed materials used in home. (4) Home literary environment factors which improve as a result of a parent education program are: (a) frequency of reading aloud to child, (b) parent's commitment to role in child's reading, (c) number of types of home reading experiences. (5) Most parents participate in a parent education program but many do not use the information. (6) Mothers give the child most home reading experiences. (7) Children spend four times as much time watching television as reading alone at end of kindergarten and five times as much at beginning of first grade. (8) Gains in number of home reading materials and experiences are slight. (9) Parents are equally divided with "yes," "no" or "uncertain" responses as to value of program. (10) Parents who use information appear to find some valuable items. (11) Most valued parent education materials are: (a) materials about children's books and reading, (b) information about local sources and resources for reading, (c) mail order book club information, (d) instructional resources. (12) Before parent education, a third of parents ask general questions about how to help with home reading. (13) Children's favorite books before parent education are inexpensive picture story books.

BEGINNING READERS' CONCEPT OF WORD AND ITS RELATIONSHIP TO PHONEME SEGMENTATION ABILITY

Order No. 8026632

MORRIS, ROBERT DARRELL, ED.D. *University of Virginia*, 1980. 112pp.

The present study introduced a new way of conceptualizing and assessing beginning readers' concept of word. Concept of word tasks were devised and presented to 21 first graders within the context of a purposeful, realistic reading experience (learning to read a 4-line poem). These tasks provided an indirect measure of the children's knowledge of the correspondence between spoken words and their printed correlates in text. Subsequently, the children's performance on the concept of word tasks was related to two different measures of their phoneme segmentation ability: a structured phoneme segmentation test (Liberman et al., 1974), and a sample of the children's invented spellings (Read, 1975). Finally, both concept of word and phoneme segmentation scores were correlated with a reading achievement measure.

The results of correlational analyses indicated that: (1) There is a significant relationship between first graders' concept of word and their ability to segment spoken words into phonemic components. This relationship holds up whether phoneme segmentation ability is assessed by a structured segmentation test or by allowing children to demonstrate phonological awareness in their invented spellings; (2) Concept of word, as defined in this study, is significantly related to reading acquisition in the first grade. Likewise, both measures of phoneme segmentation are significantly related to first grade reading achievement.

It was concluded that concept of word is an important variable deserving of careful consideration in the analysis of pre-reading or reading readiness skill. Furthermore, it was suggested that teachers of beginning reading should be sensitive to indicators of conceptual advancement in children's word knowledge, and should be familiar with specific instructional approaches that facilitate development of concept of word.

THE DIRECTIONALITY FACTOR IN EARLY IDENTIFICATION OF POTENTIAL FAILURE AMONG HIGH RISK BEGINNING READERS

Order No. 8105521

MULVANEY, JANET LEE TURNEY, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1980. 155pp. Major Professor: Jack W. Miller

Nature of the Problem. Educators committed to teaching young children in kindergarten and first grade have the responsibility for deciding when to begin formal reading instruction with each child. Some children progress quickly and experience success; they tend to become competent readers. Others experience frustration--and may fail to achieve a minimum level of reading ability in either first grade or other primary years. The plight of these unsuccessful children is a major concern to teachers, parents, and society. Early identification of children who have a predisposition toward reading failure should have a high priority among educators.

Purpose. An overall purpose of this study was to generate data which would aid teachers in planning appropriate beginning reading instruction for children. Additionally, the results would enhance the general data base available to those who design curricula for kindergarten and first-grade children.

The first objective was to determine if a relationship existed between several variables and readiness for reading. Readiness was defined as the time when formal reading instruction at the preprimer level would be most appropriate and effective. The prereading factor of primary interest--directionality--included the ability to progress from left to right on a printed line, top to bottom on a printed page, and front to back in an entire book. A second objective was to provide information on identification of an optimum time for initiating formal reading instruction. The final major objective was to look critically at several broad aspects of readiness, prereading, and beginning reading.

Methodology. The sample consisted of 359 first-grade students enrolled in a Title I Language Arts Program in the Public Schools of Fairfax County, Virginia. Archival data were used. These consisted of scores from the Metropolitan Readiness Test and the California Achievement Test, administered as pre- and posttest measures--plus the Language Arts Skills Inventory, a local assessment given at five points during the academic year. The later instrument provided data pertaining to mastery or nonmastery of directionality. These data were assembled and inferential statistics applied to provide answers to seven research questions, and nine related hypotheses. Two statistical measures were used: the Pearson Product-Moment Correlation and the chi square. Since the study was primarily correlational, causal inferences could not be addressed directly.

Results and Implications. Directionality pretest scores were significantly correlated (.05 level) with Metropolitan Readiness Test Battery Composite scores and the sex of the first-grade entrant. Girls tended to demonstrate superior initial mastery of directionality.

Directionality pretest scores were not significantly correlated with the Metropolitan Readiness Test Prereading Composite or Visual Subtest scores--or the age of the first-grade entrant. The age (.01 level) and sex (.05 level) of the first-grade entrant and the California Achievement Test posttest scores (.001 level), however, were correlated significantly with the Battery Composite scores of the Metropolitan Readiness Test. The quarter in which directionality was mastered was correlated significantly (.01 level) with the posttest measure of achievement.

While six of the nine hypotheses were statistically significant, indicating consistent relationships, the relatively low correlations (.017 to .299) somewhat limit practical applications of the results. A survey of Title I teachers in the program ($N = 35$) tended to support the hypotheses, however.

Based on teacher judgments and the results of data analyses, several recommendations were developed. Among these were the need to replicate the study to include children whose scores represent the total range of possible scores, revise the directionality measure to assess partial growth, increase the number of variables investigated, and continue the search for significant variables that may affect a child's success in reading.

A STUDY OF THE GOODMAN SOCIO-PSYCHOLINGUISTIC APPROACH TO BEGINNING READING INSTRUCTION IN A FIRST GRADE CLASSROOM

Order No. 8101377

PARK, DONNA ANN, ED.D. *University of Massachusetts*, 1980. 163pp.
Director: Professor Masha Rudman

The research problem was to design, implement and evaluate a first grade reading program based on Ken and Yetta Goodman's socio-psycholinguistic approach to beginning reading. The subject population was the teacher-investigator's administratively assigned first grade class at the Jackson Street School in Northampton, Massachusetts in the school year 1979-1980. The study was limited to the reading acquisition process that took place during the course of the given school year in this class of eighteen children from a mixed socio-economic and cultural background.

The Goodmans theorize that learning to read is a natural process that is an extension of oral language learning. Given that premise, the instructional goal is to enhance the child's innate language learning facility so that reading proficiency results.

To that end, the teacher-investigator arranged a literate environment in the classroom and designed a reading program that enabled the students to use their own language capability as a basis for learning to read. The reading program was composed of activities that use written language in functional situations and that are relevant to the lives and language of the students. Reading materials were self-made, teacher-made and came from a variety of trade books as well as commercially published reading texts.

The task of the teacher as investigator was to observe, record and evaluate the reading progress of individual pupils during the school year and to design, operationalize and evaluate the on-going reading program as an example of a method that produces reading proficiency.

The teacher-investigator used a variety of techniques to record and analyze individual pupil progress. Every week, the teacher-investigator conducted an informal reading conference with each child, noting pupil strengths and needs. Twice a year, the teacher-investigator summarized these data on individual pupil progress using a teacher-designed Reading Performance Inventory to do so. Also, at the end of the school year, each child taped a reading performance of his/her own choice. A daily log contributed additional data on individual and group reading behavior. The cumulative data were summarized on a final Reading Performance Inventory that provided evidence of reading proficiency at the end of Grade One.

The reading program was monitored and evaluated using a teacher-designed form that analyzed each reading lesson as an example of functional language use. An informal self-evaluation was conducted at the end of each instructional unit under the teacher's direction. This method provided data on student attitudes towards the reading activities. Upon completion of each four week instructional unit, the teacher-investigator made a monthly written summary of the reading program in progress. These summaries enabled the teacher-investigator to describe and analyze the Goodman approach to beginning reading instruction in use in this instance.

Analysis of these data shows that children are motivated to learn when reading instruction is based on the Goodman method, teachers can design a reading program based on the Goodman method that enables students to learn to read, the Goodman method provides an example of how to modify a basal reading program, the Goodman method provides a means of teaching reading that does not rely on a programmatic sequence of instruction, the Goodman method produces more independent reading and writing than traditional reading methods and the Goodman method helps children learn to read and produces reading proficiency in most cases, because it focuses on strategies that engage the reader's natural language competence.

INSTRUCTIONAL READING PROGRAMS FOR THE ACADEMICALLY GIFTED IN KANSAS ELEMENTARY SCHOOLS

Order No. 8102026

PARKS, JULIA ETTA, ED.D. *University of Kansas*, 1980. 113pp.

Statement of the Problem. The purpose of this study was to identify the important features of successful reading programs for academically gifted students in Kansas elementary schools. The study was implemented through contacts with and responses from educators in seven school districts in the state.

Procedure. A review of related literature provided the writer with information from which characteristics of successful programs could be isolated, described, and applied to elementary gifted programs and instruction in reading. The sequence of characteristics used in this study follows: approach and philosophy, dates and scheduling, budgets and funding, gifted students, teachers, curriculum, parental involvement and evaluation.

The criteria for effective reading programs were developed. (1) Student identification, selection and placement in the appropriate reading group. (2) Differential learning experiences within the reading program. (3) The selection of reading teachers. (4) Teachers and staff orientation and in-service. (5) Philosophy and objectives which indicate the role of the reading program within the total program for the gifted. (6) Clearly defined administrative responsibilities. (7) The plan for evaluation of pupil's reading achievement.

Questionnaires were developed and mailed with a cover letter to directors or coordinators of programs (gifted and/or reading programs). Upon return of the completed questionnaires the writer recorded the information and noted similarities and differences in the programs. The results and discussion of their responses follow.

Findings. The school districts followed state guidelines for identifying and defining the intellectually gifted. (1) Developmental reading programs for gifted children are taught in the regular classrooms. (2) The enrichment reading instruction is taught by regular classroom teachers and gifted program teachers. (3) The basal reader approach and the individualized reading approach are taught. (4) The reading programs were reported in operation for the regular school year and special summer workshops for creative endeavors for the gifted. (5) Funding for gifted programs and reading programs come from regular school budgets and Title IV-C, ESEA.

(6) Gifted student populations represented in this study ranged from .2 percent of the total school population to 6.7 percent of the school population. (7) Teachers in the gifted program held itinerate teaching assignments and regular classroom teaching assignments. (8) The major components of the reading curriculum taught in the instructional program by gifted teachers are made up of skills that transfer from one type of material to another. (9) Evaluation procedures include standardized achievement instruments, parent conferences, and student assessments.

Administrative responsibilities were varied. Program development and implementation are cooperative efforts among gifted program personnel and regular classroom teachers.

Limitations. This study is a description of seven programs for teaching reading to academically gifted students.

The information reported here came from three sources: a review of the literature, answers to an open-ended questionnaire, and interviews with the two directors who provided the most complete descriptions of their programs.

The reader should recognize that it was not the purpose of this study to evaluate the programs studied.

Conclusions. The gifted programs of the seven selected Kansas school districts provide enrichment for the students in reading. The enriched curriculum includes instruction in the critical reading skills, research skills, and a developmental program in the regular classroom.

The writer concludes that the selected school districts are meeting instructional needs of gifted children in reading.

AN INVESTIGATION OF THE EFFECTS OF DIRECT AND FUNCTIONAL READING INSTRUCTION UPON MATHEMATICAL PROBLEM SOLVING ABILITIES OF ELEMENTARY SCHOOL CHILDREN

Order No. 8103226

POWER, GAYLE MARY, PH.D. *The University of Connecticut*, 1980. 214pp.

The purpose of this study was to determine the effect that direct and functional reading instruction in mathematics would have on elementary children in regard to the following variables: reading comprehension, mathematics problem solving ability and content acquisition.

In the direct instruction groups, those reading skills considered necessary for the content area of mathematics were taught and developed apart from the regular mathematics curriculum.

In the functional instruction groups, reading skills considered necessary for the content area of mathematics were taught and practiced within the regular mathematics class, resulting in skill development being combined with content acquisition.

The study was conducted in a public elementary school located in a rural Massachusetts community. The total number of subjects in the study was 120 third and fifth graders. Intact classes were randomly assigned to three treatment groups: functional instruction, direct instruction and no differential instruction. The topic taught in the three treatment groups was the Metric System.

Prior to the implementation of the study, the teachers in both the functional and direct instruction groups attended three 45-minute sessions conducted by the researcher. At this time the teachers underwent a training session on ways of developing appropriate methods for implementing instruction. They also received researcher-developed instruction packets that were utilized during the investigation.

A two-way analysis of covariance was used to equate potential differences among groups on the variables: reading comprehension and mathematics applications. At the end of the six-week study, the following instruments were used to collect data: the *Iowa Tests of Basic Skills (Reading Comprehension Subtests, Mathematics Problem Solving Subtest)*, and the researcher-developed *Metric Content Acquisition Test.*

Analyses of the data indicated that there were statistically significant differences among the three treatment groups on the three dependent variables at both grade levels. The direct instruction treatment appeared to be the most effective method of teaching problem solving skills and metric content at the third grade level. At the fifth grade level, there were slight differences between the post-test means of the direct and control group on the three dependent variables. At both grade levels, the functional group appeared to be the least effective method of improving the subject's reading comprehension, problem solving ability and acquisition of metric content.

Suggestions for future research included: more inservice training of teachers, increasing the length of the study, integrating direct with functional instruction and using qualitative research methods.

GRAPHIC ADVANCE ORGANIZERS AND THE LEARNING OF VOCABULARY RELATIONSHIPS

Order No. 8103729

PYROS, SHEILA WEINSTEIN, ED.D. *Yeshiva University*, 1980. 170pp.

The purpose of this study was to investigate the relationship between the use of graphic advance organizers and the learning and retention of vocabulary relationships from passages of content material in psychology and economics. Additionally, the relationship between the use of graphic advance organizers and cognitive style (field dependence/independence) on learning and retention of vocabulary relationships was investigated. The vocabulary relationships tested were either superordinate, subordinate or coordinate to one another.

The subjects were college freshmen, enrolled in developmental reading classes, who had scored at or below the 20th percentile but no lower that the 8th percentile on the English Cooperative Test–Reading Comprehension (Form 1A - 1962). All subjects were given the Group Embedded Figures Test (GEFT) to determine cognitive style (field dependence/independence), assigned within classes according to style, and randomly assigned to either experimental or control groups. Subjects in the experimental group received training in the purpose and function of graphic organizers during one class period and given a mastery test of the organizer used in the training session. Those students who did not achieve mastery (80%+) in either of two trials were eliminated from the study. In all, 10 subjects were eliminated, reducing the original sample to a total of 93 students. The control group did not receive any training in the purpose and function of the graphic organizer.

The experimental group received a verbal and visual presentation of a graphic advance organizer of a unit in psychology dealing with methodology. The control group received a list of technical terms related to the same unit but written at the same level of abstraction as the learning passage. In addition, a verbal definition of the terms was presented. Both groups then read a 2500-word selection from a college textbook. Half of each group was tested immediately following the reading of the textbook passage. The measure used was a vocabulary relationship test. All subjects were given the same test five weeks later.

The same procedure was used with a unit in economics dealing with the concepts of supply and demand.

At the conclusion of the study all subjects received a questionnaire to determine familiarity with and attitude toward both content areas. In addition, the experimental group was asked to react to the usefulness of the graphic organizers used in the two content areas.

Data was analyzed by a two-way analysis of variance, split-plot analysis of variance, and a *t* test. Analysis of the data did not reveal any significant main effects or interactions on either the immediate or delay testings in either content area. Several possible explanations for failure to support Ausubel's theory were offered. Suggestions for further research were made.

CHILDREN'S AND TEACHERS' RECALL AND REACTIONS TO READ ALOUD BOOKS

Order No. 8107385

REED, MARILYN DAVIS, PH.D. *The Ohio State University*, 1980. 236pp.
Adviser: Professor Charlotte S. Huck

The purpose of this research was to explore what second and fifth grade students and their teachers in two different educational programs recalled and felt about books read aloud. This involved the identification and classification of books recalled, reading practices recalled, and personal reactions and feelings about books read aloud. Individual tape-recorded focussed interviews were held with forty-eight students and twelve teachers randomly chosen from the contemporary and informal educational programs in one suburban elementary school. A staff development person from each program conducted the interviews.

Two major findings from students' reactions were evident. First, the more exposure to literature that children had, the more they appeared: (1) to initiate reading on their own; (2) to want the experiences of read aloud books continued at school and at home; (3) to write stories on their own; (4) to establish quality life-long reading practices: and (5) to feel they had learned from books read aloud. Second, the more ownership or active involvement students had in the read aloud experiences, the more they felt they learned from books read aloud. Ownership came from the opportunity to choose some of the books their teacher read aloud, to express their personal feelings during discussions, and to interpret their reactions through various kinds of extensions rather than reacting with the "right" answers some teachers expected. Another kind of ownership came from second grade informal children who recalled books they chose and read aloud with a friend. This child-to-child level of language and understanding appeared to make an impressive impact on their learning of literature and reading.

Informal students recalled more books, had more life-long reading practices established, and felt they learned more from books read aloud. Of the contemporary fifth grade students, approximately one-third indicated they no longer liked to have books read aloud and two-thirds felt they learned nothing or only isolated skills from the read aloud experiences.

Teachers' reactions indicated two other major findings. First, although all teachers read aloud to their students, their priority and purpose for books read aloud were different. Contemporary teachers saw this time as set apart from the regular curriculum, did not read as often or for as long a time as informal teachers, and looked more for "right" answers and lessons children should learn. Informal teachers felt that books read aloud were an integral and important part of their total program, and they encouraged children's reactions and individual restructuring of thinking. Second, teachers' knowledge of literature indicated most teachers had understanding of English as the mother tongue, although communication of how to learn that knowledge differed in the two programs. Fewer teachers had knowledge of literature as the imaginative shaping of life and thought in the forms and structures of language or of its two-dimensional experience which always involves both the book and the reader or listener. These differences were seen within the two programs as well as between them. However, informal teachers overall had a deeper sense of the educative power of literature which correlated with literature being the content of their reading program.

Implications suggested that literature should be a viable part of the elementary school curriculum. Literature as a discipline of its own, as the content of the reading programs, and as an integral part of other disciplines merits attention, knowledge, and practice from teachers, pre-service educators, administrators and national assessment evaluators who guide elementary education.

AN ANALYSIS OF COGNITIVE SKILLS IN BASAL READERS IN STATE-ADOPTED TEXTBOOKS FOR TEXAS INTERMEDIATE GRADES, 1973-1981

Order No. 8104456

REISINGER, RANDEE MCINTYRE, ED.D. *Baylor University*, 1980. 182pp. Major Professor: Dr. Raymond E. Biles

Problem. The purpose of this study was to analyze the extent to which basal readers provide opportunities for the development of the cognitive skills.

Procedure. Basal readers adopted in 1973 for grades four, five, and six in Texas elementary schools were analyzed and compared with the most recent editions from the same publishers. Certain questions were formulated to serve as guidelines for the investigation: (1) Were the activities written clearly and precisely so that a careful analysis would reveal cognitive processes operative in the skill demanded by the activities? (2) Do the activities reveal a sequential hierarchy of skills in grades four, five, and six? (3) Do the grade level basals contain a greater number of high level cognitive skills as the instructional level increases? (4) Will a comparison of basals currently in adoption with newer editions yield greater emphasis upon higher cognitive processes?

This investigation proceeded with the documentary analysis method. The cognitive processes were defined according to categories constructed by Guilford, Spache, and Barrett. Related indicators provided specific operational definitions for each category. The classification instrument was considered valid after high correlations were established through a process of coding by three experts working independently. State-adopted basal readers for grades four, five, and six, as well as the most recent editions, were analyzed. The frequency of inclusion of cognitive skills was tabulated for each category to indicate the amount and level of skills offered by the specified textbooks. Summation of the tables was computed to determine the priority placed on each category. Finally, the data was compared with data from the most recent editions.

Findings. The activities revealed cognitive processes operative in the skill demanded. Analysis of the state-adopted basal readers indicated a hierarchy of increasing evaluation levels in grades four and six in four series. Findings revealed that grade level basals contained a greater number of high level cognitive skills as the instructional level increased. Newer editions contained little conclusive evidence of a hierarchy of skills in grades four, five, and six. The number of higher level cognitive skills decreased or remained constant in the most recent editions of four series. Comparison of the state-adopted basal readers with newer editions revealed a measurable decrease in evaluation levels in each series from grades four to six. Convergent levels showed a slight increase while divergent levels increased in three of the series. State-adopted basals contained more evaluative questions in relation to the total number of questions and activities than the most recent editions. Data obtained from grade five basals often counteracted trends from grades four to six.

Recommendations. Based on the findings of this study, the following recommendations were made: (1) Educators involved in the preparation, selection, or utilization of materials designed for reading instruction should give attention to the sequence and distribution of higher cognitive skills elicited by various questions and activities. (2) Educators should be made aware of the limitations inherent in certain series and editions of basal readers so that supplementary strategies and materials might be employed to ensure the maximum development of the higher cognitive processes. (3) The study should be replicated using primary levels of basal readers, subsequent editions, or series not currently placed on the list of state-adopted textbooks.

AN INVESTIGATION OF THE USE OF CHILDREN'S NONFICTION-INFORMATIONAL TRADE BOOKS IN SELECTED FOURTH-, FIFTH-, AND SIXTH-GRADE CLASSROOMS IN ILLINOIS

Order No. 8028598

ROBERTSON, INA HERBRIG, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 227pp.

Statement of the Problem. Elementary-school classroom teachers have been encouraged by textbook authors, educational authorities, and publications from professional educational organizations to use a wide variety of materials including supplementary children's nonfiction-informational trade books for instruction in all areas of the curriculum; however, little documentation has existed to describe how teachers are using these materials in their instructional plans. This study (a) investigated use of children's nonfiction-informational trade books in fourth-, fifth-, and sixth-grade classrooms in selected schools in Illinois from August through December, 1979, and (b) identified factors which influenced or did not influence use of these books in classrooms.

Methodology. A stratified sampling plan was used to select school districts from which teachers were chosen. Elementary school districts within a 60 mile radius from the geographical center of the State of Illinois were selected and stratified by pupil enrollment. Forty-five districts were selected and letters were mailed to superintendents explaining the survey and requesting the names of fourth-, fifth-, and sixth-grade teachers willing to participate. In January, 1980, 450 questionnaires were mailed. A total of 322 questionnaires were returned. Of these, 307 were usable, tabulated and analyzed. The returned questionnaires included 111 from fourth-grade teachers, 101 from fifth-grade teachers, and 95 from sixth-grade teachers.

Personal interviews comprised the second phase of this study. Five teachers who returned the questionnaires and indicated they used the books frequently and five teachers who indicated they used the books infrequently were selected for interviews.

The questionnaire and interview questions were designed to answer the seven major research questions of the study. Teacher responses were analyzed both quantitively and qualitatively. A computer program was used to obtain frequency counts, percentage responses, and cross-tabulations of variables.

Findings. The major findings of the study were: (1) Teachers used nonfiction-informational trade books more frequently in teaching social studies than in any other subject area. (2) Teachers used nonfiction-informational books more frequently for research reports and free-choice reading than for any other purpose. (3) Teachers became aware of nonfiction-information trade books through teachers' manuals or curriculum guides and school librarians. (4) Teachers obtained these books from their personal collections or the school libraries. (5) No statistically significant relationships were determined between trade book usage and: educational background of teacher; number of years of teaching; teacher completion of courses in children's literature; teacher completion of method courses in reading, language arts, science, mathematics; classroom organization; classroom enrollment; school district enrollment; presence of school library and the teaching of social studies, reading, language arts, mathematics; and teacher's satisfaction with school library. Statistically significant positive relationships were determined between trade book usage in social studies and teacher completion of method courses in social studies

and between trade book usage in science and presence of school library. (6) Teachers suggested more books would be used if more books were available, more information were available on the books, more library time and greater access to the library were permitted. Teachers suggested more books would be used if more time were available, classes were reduced in size, and less emphasis were placed on covering textbooks. (7) In personal interviews, the majority of teachers viewed trade books as supplemental and felt a need to cover textbooks.

THE EFFECT OF READER-AUTHORED MATERIALS ON THE PERFORMANCE OF BEGINNING READERS Order No. 8106451

THOMAS, SHARON KAY, PH.D. *Michigan State University*, 1980. 266pp.

The purpose of this study was to investigate the influence of reader-authored materials on reader performance. According to the literature surveyed, measures of the effect of the language experience approach have generally been favorable, especially for beginning reading instruction. Past research in the field has usually been conducted using standardized tests as criteria. The effect of language experience materials as measured by actual student performance had not been investigated.

In this study, eight first grade students were asked to dictate a story to accompany a wordless picture book. They were also asked to read a previously selected story from their basal reader. In both cases, reading performance was measured through the use of the Evaluation Form of the Reading Miscue Inventory (Y. Goodman & Burke, 1976). In addition to reading performance, the reader's perception of reading and the structure of the two texts was also investigated. Perception of reading was measured through prior instruction, an interview, and asides made during the reading process. The structure of the text was measured through word, syntactic, and semantic measures.

On all measures of the Reading Miscue Inventory, the students, as a group, performed more proficiently on the dictated story than on the text story. The measures of perception of reading indicated that the students in this study viewed reading as a decoding-to-sound process and their strategy selection generally focused on letters and words. Word and syntactic level measures of the two texts indicated that the dictated stories were more difficult in both vocabulary and syntactic complexity. The semantic measure of the text showed that the dictated stories were more well-formed than the text story.

Given the theoretical orientation of the readers and the increased difficulty of their dictated stories, performance on their own texts should have been less proficient. The fact that, as a group, the use of proficient strategies increased on the dictated stories was cited as evidence of the positive influence of reader-authored texts. Finally, the most well-formed stories were produced by the more proficient readers, and the least well-formed stories were produced by the less proficient readers, indicating that a relationship exists between production and reception of written language.

EFFECTS OF A READING MANAGEMENT SYSTEM ON PUPILS' LOCUS OF CONTROL Order No. 8025545

WEST, VERLMA LORRAINE WRIGHT, ED.D. *The University of Tulsa*, 1980. 123pp. Director: Professor Victor O. Hornbostel

This study considered the effect on locus of control of an environment created by a reading management system. Social learning theory, formulated and developed by Rotter, provided the theoretical framework. In this theory, individuals differ in the degree to which they believe that they are usually able to influence the outcome of situations. Individuals who interpret events as being contingent upon luck, fate, or some outside force are considered to have a generalized expectancy for external control; individuals who generally expect events to be contingent upon their own behavior have a generalized expectancy for internal control. Behavioral manifestations of a belief in external control are associated with a lack of goal-seeking behaviors while a belief in internal control is associated with adaptability and achievement striving.

Five major hypotheses were generated: The first hypothesis predicted a positive effect of a reading management system on students' locus of control. The second, third, and fourth hypotheses predicted a positive effect of three specific components of a learning environment (individualized instruction, activity choice, and formalized feedback) on locus of control. The fifth hypothesis predicted that students categorized as externals find an environment characterized by a reading management system to be more beneficial in changing locus of control orientations than do students categorized as internals.

The study sample included 176 sixth grade students of elementary schools in Tulsa, Oklahoma.

The Intellectual Achievement Responsibility Questionnaire, developed by Crandall to measure locus of control, was administered as pretest and posttest.

The Observation Schedule and Record, developed by Medley and Mitzel to measure differences in individualization of instruction, was utilized as an observation instrument.

The Academic Activity Choice, developed by the author to measure opportunities for participation in a variety of learning activities, was also used as an observation instrument.

The Feedback Assessment Form, designed by the author to measure formalized feedback, was completed by students.

The hypotheses were tested using a Solomon-four-group design: Hypothesis 1, tested by two-way analysis of variance and analysis of covariance, was supported. Hypotheses 2, 3, and 4, tested by analysis of covariance, were also supported. Hypothesis 5, tested by a correlated *t* test, was supported.

Suggestions for further research included examining other classroom learning variables such as teacher characteristics and the degree of student involvement in the goal-setting process to test their possible effect on locus of control. An additional suggestion included comparing the effects of a reading management system with the effects of individualized instruction, activity choice, and formalized feedback in the absence of a reading management system.

In summary, findings in this study suggest that a reading management system and the components, individualized instruction, variety of learning activities, and formalized feedback, have an effect of altering locus of control orientations in the internal direction. In addition, results indicate that students who have external locus of control orientations are reinforced differentially by a reading management instructional strategy than are students who are internal in their perceptions. "External" students demonstrated a greater degree of movement toward increasing internality than did "internal" students.

A CONTENT ANALYSIS OF ENVIRONMENTAL PROBLEMS IN BASAL READING TEXTBOOKS Order No. 8107652

WILLSON, THOMAS EDWARD, JR., D.ED. *The Pennsylvania State University*, 1980. 224pp. Adviser: Betty van der Smissen

The purpose of this study was to assess the content of selected elementary basal reading textbooks in regard to the nature of environmental problems, specifically, the extent, type and characteristics of environmental problems. The technique of content analysis was used for this assessment.

Six basal reading textbook series were selected for analysis. Five were the top-ranking series in terms of nationwide market sales and the sixth was selected to represent an urban emphasis. The content of basal readers from these series was analyzed using the *Environmental Analysis Recording Form* which the investigator developed. Nine topical environmental problem categories and one general category were developed on the basis of annual national environmental quality reports and preliminary analysis of basal readers. A review of the literature assisted in determining 11 characteristics for assessing the nature of environmental problems.

The *Environmental Analysis Recording Form* quantified environmental problem content by quarter page units and served as a checklist for coding characteristics by category. The validity of the recording instrument was established through an evaluation group of educators and environmental education specialists. The method of inter-coder agreement was used to substantiate the appropriateness of the investigator as a single analyst, as well as to establish reliability.

In analyzing the data, percentages were calculated to determine the extent of environmental problem content for types of environmental problems, grade levels, textbook series and each of the 11 characteristics. The chi-square test of statistical significance was employed to determine whether a systematic relationship existed between sets of variables, and the .05 level was established for acceptance of significance of differences. Cramer's V was utilized to denote the strength of the association of the variables except with two by two tables where the phi statistic was used.

When the 64 basal readers in the textbook series were analyzed, 1.9 percent of the total pages contained environmental problem content. The greatest proportion of the problem content was related to the categories of wildlife and human settlements, while the least content was found with problems of energy and toxic substances. No environmental problem content was present in first grade basal readers and with textbook series the total environmental problem content was distributed among Macmillan (32.1%), Ginn (23.6%), Houghton Mifflin (18.0%), Benziger (15.2%), Scott, Foresman (6.1%) and Harper and Row (5.0%).

In terms of characteristics selected to describe the nature of the environmental problem content it was found that the problem literature was more fiction than non-fiction, focused more frequently on information about environmental problems rather than problem solving or environmental action, depicted problems in an urban and rural geographic setting with minimal attention to the suburban/town setting and presented problems in a local setting more often than in a regional, national or international location. The major role for children in the environmental problem literature was experiencing environmental problems while adults were most frequently in the role of problem solving. Children were found to be substantially involved in the problem literature to a greater degree than were adults.

The main characters in the environmental problem literature were most often both children and adults combined, males and Anglo-Americans. When females were main characters, it was primarily with problems of wildlife. Native American main characters were depicted as experiencing environmental problems but not as problem solvers or environmental activists. Afro-Americans were only main characters in the urban setting.

There was a statistically significant difference in the environmental content among grade levels and textbook series in respect to all characteristics of environmental problem content. All of the inter-characteristic relationships were statistically significant except for the relationship between types of literature and involvement of adults.

SYNTACTIC AND DISCURSIVE DIFFERENCES BETWEEN CASUAL ORAL AND FORMAL ORAL STYLES IN THE NARRATIVES OF THIRD AND SIXTH GRADERS

Order No. 8101191

WILSON, MARILYN JUNE, PH.D. *Michigan State University*, 1980. 219pp.

Questions have recently been raised not only about the syntactic development of children's language but also about children's stylistic development in the use of language and the development of their ability to handle narrative discourse. This study investigates the syntactic and discursive structures of third graders' and sixth graders' informal oral narratives and the shifts that are made in syntactic and discursive structures from casual to more formal oral narratives.

Fifteen third graders and fifteen sixth graders were asked to tell a fairy tale, either "Snow White" or "Cinderella," on two separate occasions. The first was ostensibly a practice session for the second but covertly recorded; the second was openly recorded with the promise of its being written down as a story for other children to read. T-Units were used to analyze the syntactic structures, and the theories of narrative structure of Labov and of Stein and Glenn were used in the analysis of narrative discourse.

Results show that syntactic complexity for both grades increases from casual to formal styles in the following variables: length of T-units and clauses, ratio of subordinate clauses to T-Units, numbers of non-clause modifiers of nouns, and numbers of passives and inversions. The formal style also produces fewer initial coordinating conjunctions and more formal diction and syntax. At the same time, the increases in syntactic complexity are not as great as those found in Hunt's and O'Donnell's data on written language, suggesting that formal oral language is not comparable to written language; rather they are perhaps on a continuum, ranging from informal oral to formal oral to written. Differences in syntactic structures between grade levels are not as substantial as differences between styles.

Both third and sixth graders exhibit an awareness of the demands of formal narrative structure and of the need to include details and sequencing signals for the listener. Formal styles appears to demand an increase in motivation, greater coherence, and greater development of characterization.

Sixth graders appear to have greater control of narrative structure than third graders in their inclusion of significant episodes and scenes, greater motivation, clearer delineation of the relationships between episodes, and greater control of coherence and sequencing.

Evaluated narrative, in Labov's sense, is produced by both third and sixth graders to a greater degree in the formal style than in the informal. Such devices as recording the state of mind of the characters, including details, using dialogue, and using more evaluation syntax make the formal narratives more reportable. The use of evaluative devices, particularly evaluative syntax, increases for the sixth graders. While sixth graders are not all accomplished story tellers, they do appear to surpass the third graders substantially in their ability to make the narratives memorable. It appears that sixth graders have a more developed sense of audience and an understanding of audience needs.

The three major hypotheses (1) that children as young as eight already control stylistic variations, (2) that formal style will elicit more complex syntax and greater control of narrative discourse, and (3) that sixth graders would demonstrate greater control in these respects were borne out by the data. The major difference in control is narrative structure, where sixth graders appear to surpass the third graders in substantial ways, rather than in syntactic complexity.

THE DEVELOPMENT OF A CRITICAL THINKING/CRITICAL READING APPRAISAL FOR GRADES THREE THROUGH SIX

Order No. 8105141

WORDEN, THOMAS WILLIAM, ED.D. *Ball State University*, 1980. 245pp. Chariman: Dr. J. David Cooper

The purposes of this dissertation were to: (1) formulate and develop a critical thinking/critical reading model based on professional opinion and the review of the literature in these areas; (2) create a critical thinking/critical reading appraisal for grades three through six; and (3) validate the critical thinking/critical reading appraisal instrument.

The first step in the development of the Worden Critical Thinking/Critical Reading Model was to review the literature and related research in the area of critical thinking, critical reading and language development. A "first draft" of the model with an accompanying explanation of it was submitted to selected faculty members in the areas of elementary education and reading. Once this model was evaluated, further developed and refined it was sent to eighty authorities across the country for a more extensive evaluation. These authorities represented the areas of reading diagnosis, evaluation and testing, cognitive processes, linguistics and language development.

Once the model was developed by this author and the sub-skills of critical reading identified, the *Worden Critical Thinking/Critical Reading Appraisal* was begun. Both the passages and test items were written on reading levels ranging from second reading level to sixth reading level. All these test items with accompanying passages were submitted to a predetermined panel of judges composed of university faculty members and reading specialists. These judges were asked to anwer each test question, evaluate the clarity of the compositions and questions, and indicate the skill they felt was being measured.

The passages and questions were then formed into the *Worden Critical Thinking/Critical Reading Appraisal* and administered to a population of students in grades three through six. The results of the first administration were statistically analyzed and a second form of the *Worden Critical Thinking/Critical Reading Appraisal* was created. This also was administered to a population of third, fourth, fifth and sixth grade students.

Data from the validation procedures for both appraisal forms were analyzed to determine the validity (face, content, and construct) and reliability. An item analysis was also implemented on each form of the appraisal to determine which items would be retained in a final appraisal form.

The *Worden Critical Thinking/Critical Reading Appraisal* was found to have a test reliability ranging from .80 to .84. The significant finding is that critical thinking and critical reading as defined in this study can be measured using a paper and pencil format. It can not be concluded thus far that this appraisal can serve as a diagnostic instrument to measure specific strengths and weaknesses in the skills of critical reading as identified in the author's model.

Based on the findings of this study and subject to its stated limitations, the following conclusions seem warranted: (1) A model of critical thinking and critical reading can be designed and developed. (2) As a result of this model, certain critical thinking processes and critical reading skills can be identified and defined. (3) The general ability to think and read critically can be measured in students with reading levels ranging from three through six. (4) Individual sub-skills of critical reading cannot be reliably measured by the *Worden Critical Thinking/Critical Reading Appraisal*. (5) A model of critical reading with separate sub-skills may not be appropriate. These sub-skills, as illustrated in the findings, are difficult to measure as separate entities.

THE INFLUENCE OF QUESTION FORMAT ON CHILDREN'S RECALL OF HIERARCHICALLY STRUCTURED STORIES

Order No. 8104777

ZAND, FRANCES-LEE BLOCK, PH.D. *Northwestern University*, 1980. 181pp.

This research examines the effects of question type and format on response times and accuracy scores obtained from children at the second grade level, as they respond to questions about narrative stories. The specific relationships studied are: (1) difference in response times for literal vs. inferential types of probe questions and (2) the effect of literal type question order on response time and accuracy (the order of the probe questions asked may or may not duplicate the order of events in relation to the story).

Two stories at the 1.8 grade level were given to forty-eight second grade children to read. The passages utilized represent a large class of simple narrative stories containing a setting and episode sequence. Structure diagrams based on Rumelhart's story grammar were constructed for the stories, and eight literal questions relating to differing levels of detail were devised for each. In addition, two inferential questions per story were written. Each subject silently read each of the two stories. Upon individual completion of a story, each child was orally asked the ten questions about the story. In half of the question sets for each story, the order of the literal questions asked followed the logical order of the story, while in the other half the question order was unrelated to story order. It was found that mixing the order of literal questions relative to the story order, as represented by the structure diagrams, had the effect of increasing the average response times and decreasing the accuracy. In addition, the results showed that inferential questions produced greater response times than did literal questions. The general finding was that question order and question type influence the way in which a young reader processes story information during subsequent recall.

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